

Interviewing a range of people
to seek opinions or gather data

Working with/learning from real
people in the community

Research from books, wikis, websites, etc

Excursions and incursions

Expert speakers
and interviews

Viewing videos/films, photos,
paintings and other visual texts as
resources - recording information

Observing and recording
real events

Gather information from
print material - maps,
pamphlets, charts, etc

Composing questions and
defining terms

Listening to and analysing
song lyrics

Conducting experiments
to gather data

Learning from each other



Compare and contrast

Artistic representations across all
modes of visual arts

musical composition -
instrumental, vocal,
soundscapes, raps, chants,
songs, etc

Matching cause
and effect

Mathematical forms of visual
representation - mapping,
graphing, venn diagrams, etc

What does all this mean?

What themes or
patterns are
emerging?

What do we still
need to do/find
out?

Sorting out and Making Connections

How can we
express our
thoughts and
feelings about
this?

Movement and dance -
mime, freeze frame,
skits, etc

What new questions are
arising?

What are the best ways
of showing that we
understand?

What are we learning?

Writing across genres

Using metaphor and analogy

Revisiting early work
(tuning in) to see how
thinknig may have changed

Using photos for visual and
written responses

Data charts and
graphical organisers to
help represent thinking

DeBono's Thinking Hats

Creating digital texts

Wonderwall, wonderboxes,
burning questions: following
up on new lines of inquiry

Creating small interest-based
inquiry groups

Individualized mini-
inquiries

Working in real-life
problems or issues
associated with the topic

How can we take this further?

What questions do
we have?

What do we still
need to do/find
out?

What are our
special interests?

Going Further (Independent Inquiry)

Learning
centres/research
centres

What choices are available to
us?

What is another way of
finding out about this?

How can we organise for
our own inquiry?

Alternative 'finding out'
activities - new texts,
contrasting experiences

Individual or small group work
leading to culminating task

Focussed research tasks
around unanswered
questions or interests

Reviewing and replying to questions asked during the inquiry

Exhibitions of learning to school community. What and how can we teach/inform others?

Performances, 'show offs' to promote a cause or celebrate learning

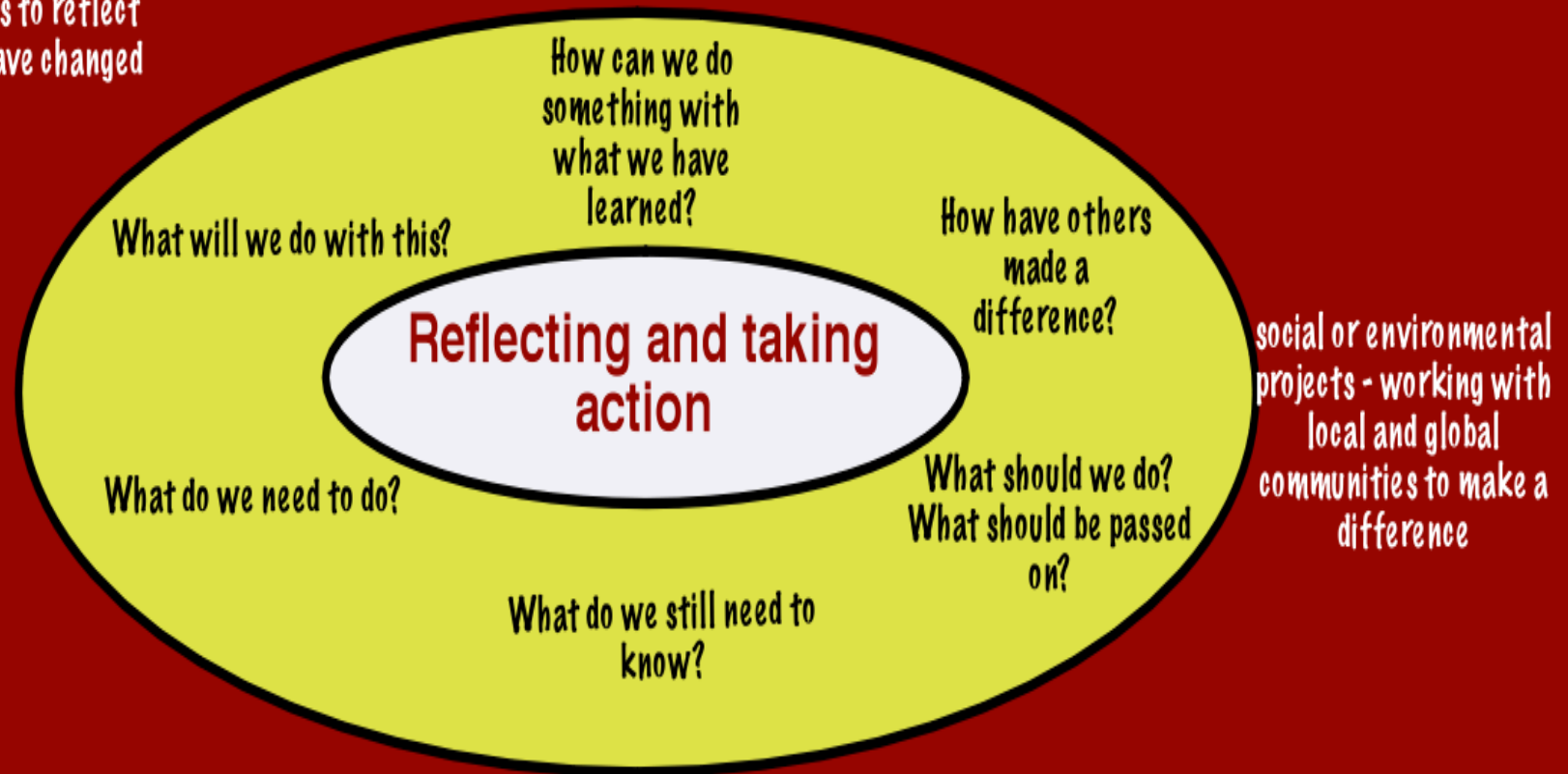
Revisit pre-assessments to reflect on how thinking may have changed

Learning Logs/Research Journals/Thinking Books...various self and peer assessment tasks

Publishing writing to celebrate the inquiry through the unit

Personal goal setting and action plans

Creating pamphlets and other texts to promote, persuade, encourage, inform



Reflecting and taking action

What will we do with this?

How can we do something with what we have learned?

How have others made a difference?

What should we do?
What should be passed on?

What do we still need to know?

What do we need to do?

social or environmental projects - working with local and global communities to make a difference

Throughout a Unit of Inquiry

Class inquiry journals/diaries to track the process and content being developed

Individual diaries/log books to track the progress

Wonderwalls to which answers are gradually added

Large mind-maps displayed and added to

Class wall displays - added to as the unit progresses

Chart 'How is our thinking changing?'

Digital diaries

Regular sharing and reflection

- What are we learning?
- Are our questions being answered?
- What skills are we developing?
- What next?

Video diaries

